

# SYRACUSE UNIVERSITY

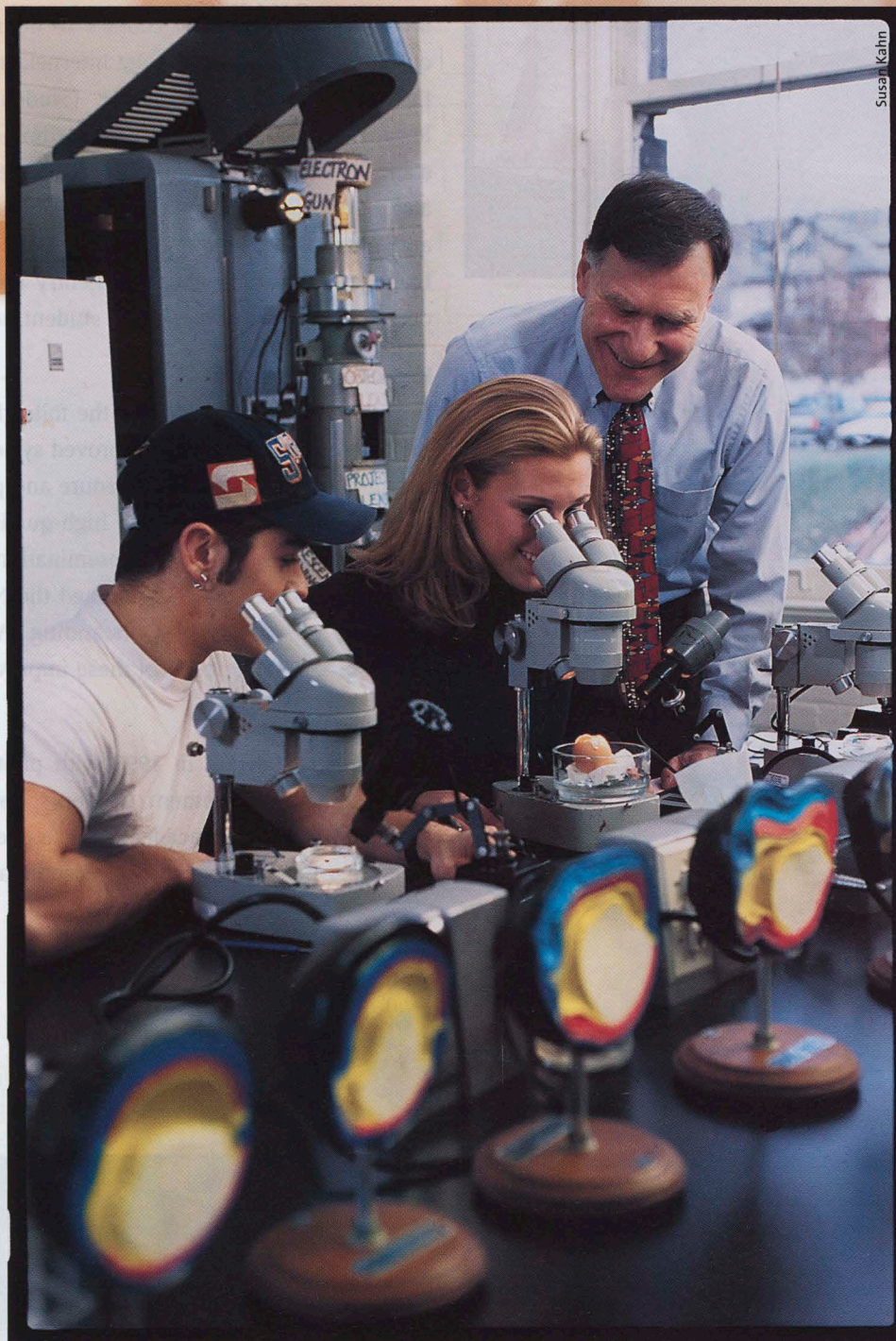
## A Decade of Progress

These pages capture a 10-year slice of time in Syracuse University's history. A decade is a small piece of this institution's 131 years, but this was no ordinary passage. The early 1990s cast a cloud on higher education in the United States. The economic picture was gloomy as words like "right sizing" became commonplace. Most people recognized the euphemism for what it was—a poor disguise for thousands of lost jobs and widespread uncertainty among those still employed. At the same time, the pool of college-bound 18-year-olds was shrinking as the baby bust of the 1970s made itself felt.

Syracuse University, like its counterparts all over the country, had hard choices to make. Its strategy was to make the necessary budget cuts strategically, rather than across the board, while targeting areas of potential growth with funding in the form of 33 initiatives aimed at heightening the University experience.

It was a risk, and there were times of self-doubt and some missteps and redirecting. But, as the sampling of information that follows demonstrates, the choices were wise ones indeed. It's been a great decade.





Susan Kahn

Meredith Professor Marvin Druger interacts with students in a biology class.



# The Student-Centered Research University



Students exchange ideas in a lecture hall.

*It's our vision for the future: Syracuse University will become the nation's leading student-centered research institution. The "becoming" is a constant process, but the progress illustrated here is truly extraordinary.*

## Improved Registration and Student Records Services

Students can register for courses 16 hours a day for the 7-day registration period via the Internet. Introduced in 1999, the system, known as SCORE (Student-Centered Online Records Environment), virtually eliminated the need to stand in line or even be on campus to register. The system also streamlined the processes of clearing advising holds and obtaining permission to enroll in a restricted class. Largely freed from clerical data-entry tasks, staff can now devote more time to individual student needs.

## Improved Academic Advising

Initiatives in this area include the following: stronger advisor training and materials; improved systems for evaluating the advising process; revised tenure and promotion policies to reflect an emphasis on high-quality advising; and improved access and timely dissemination of advising information. Syracuse University earned the National Academic Advising Association's Outstanding Advising Program Award in 1996 as a result of these improvements.

## Learning Communities

This initiative, begun in 1998 with pilot communities for honors and management students, is a collaboration between the offices of academic and student affairs and provides first-year students with exceptional opportunities to

# active learning





# Syracuse University

## Student Characteristics

	1990-91	2000-01
Freshman SAT Scores: 25th - 75th Percentile SAT Score Range for SU Freshmen	950-1050	1080-1250
% in top 10% High School Class	23%	40%
% in top 20% High School Class	46%	63%
% in top 40% High School Class	80%	90%
Mean High School GPA (GPAs are provided by 45% of high schools)	not available	3.4

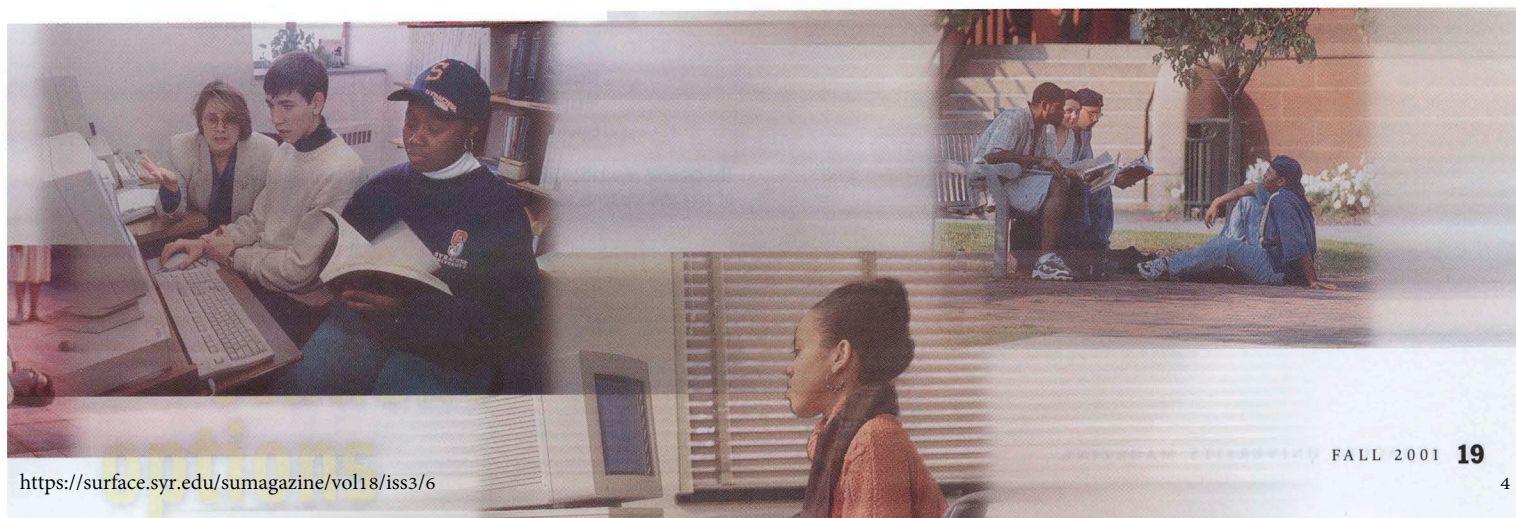
SAT scores in 2000-01 are on a re-centered scale that took effect in 1996, adding nearly 100 points to the average test score. The information on high school class ranking has also undergone a revision in methodology. In recent years, class rankings are available for a larger proportion of the freshman class, thus improving the accuracy of this information.

Syracuse's average SAT score has increased significantly and remains far above the national average for college-bound students. The proportion of students ranked in the top tiers of their high school classes is also increasing.

link their classroom activities with learning that takes place in the residence halls. This fall, 15 learning communities are available, 11 of them open to freshmen. Within 10 years, all students will be able to take advantage of a learning community at some point during their time on campus.

### Improved Bursar Operations

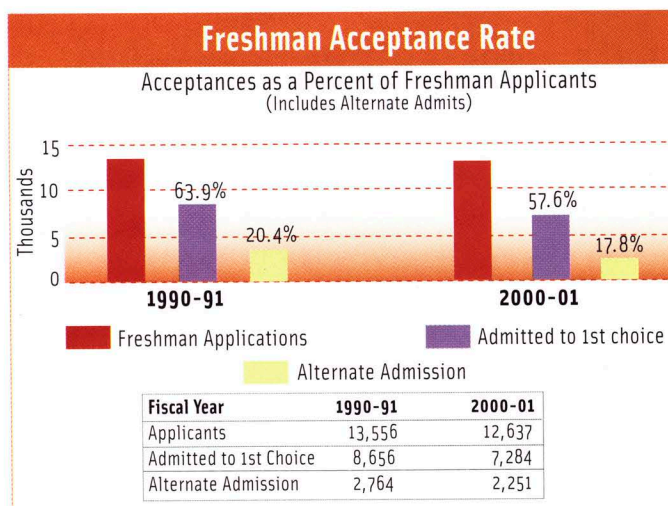
Significant strides in anticipating student and family needs, improving communications, and enhancing service dramatically reduced student registration cancellations because of financial holds, from 1,217 in 1991 to 90 in 2001.







Through the Arts Adventure program, students are exposed to local cultural events.



The current applicant pool is both smaller and of higher quality than in 1990-91. Today we accept fewer than 60 percent of applicants to their first-choice program.

#### Improved Financial Aid Process

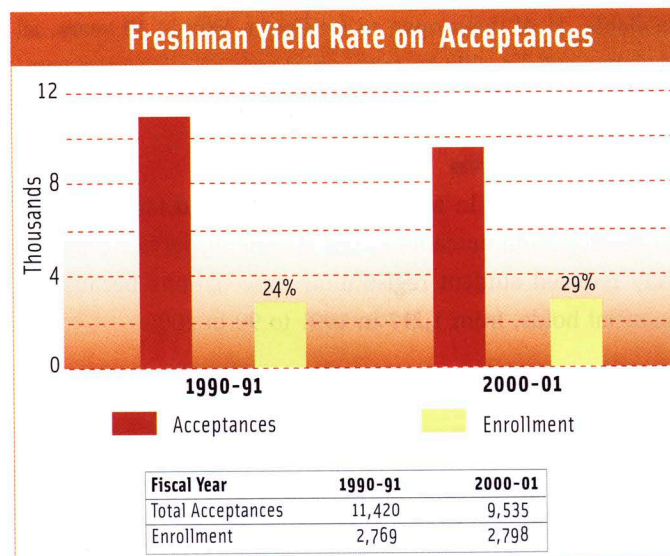
The bursar's and financial aid offices jointly implemented an automated student loan system that significantly increases the efficiency of the University's loan processing.

#### The Arts Adventure Program

Inaugurated in 1994, this initiative is a collaboration between the College of Visual and Performing Arts and the Office of Student Affairs. The program offers students discounted tickets and free transportation to more than 300 cultural events on and off campus each year. First-year students are required to participate through a special student fee arrangement; all students are eligible to join the program throughout their time on campus. The program won the 1997 New York State Governor's Arts Award.

#### New Alcohol-Free Opportunities

Offerings and activities include the Perc Place campus coffee-house, the Tennity Ice Skating Pavilion, Late Night at the Gym, the First-Year Semiformal, the Annual Great College Drive-in Movie, ski trips, and fitness center and wellness programs.



The growing reputation of the University is demonstrated by the increase in the percent of accepted students who enroll.



# ent support

# lifestyles

## The 12-Point Plan for Substance Abuse Prevention and Health Enhancement

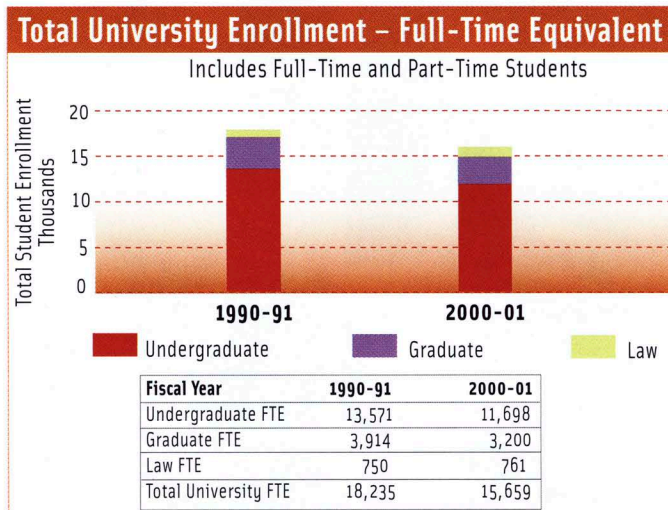
This plan, established in 1999, is a comprehensive environmental management approach to reducing student substance abuse and preventing related violence. It was cited as an exemplary program by the U.S. Department of Health and Human Services in 1999 and as a model program by the U.S. Department of Education in 2000.

## Improvements in Career Advising

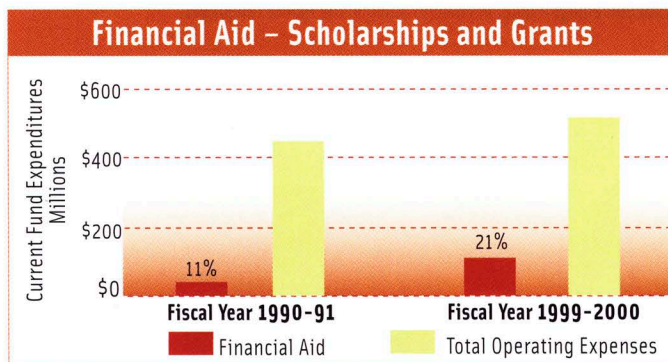
A 6-stage model proposed by a University task force in 1997 was implemented by the 18 career advising units at SU and the SUNY College of Environmental Science and Forestry (ESF). It serves as the framework for participation among the school- and college-based units and the Center for Career Services. Students now take advantage of comprehensive services and resources that complement academic programs and enable them to successfully make the transition from undergraduate life to satisfying careers.

## The Office of Multicultural Affairs (OMA)

This unit was created in 1997 to more clearly reflect activities that had previously been supported by the Office of the Associate Dean for Student Relations. OMA identifies and addresses the needs of students of color and supports ethnic relations and diversity issues for the University as a whole.



The planned reduction in undergraduate enrollment that began in 1990-91 has enabled the University to be more selective in admissions and to improve services to students.



After the cost of instruction, financial aid is now the second largest component of the budget. More than \$100 million in grants and scholarships go to students each year, reflecting the University's commitment to attracting the best students.





A student enjoys a quiet moment of study in the Hall of Languages.

#### The Substance Abuse Prevention and Health Enhancement (SAPHE) Office

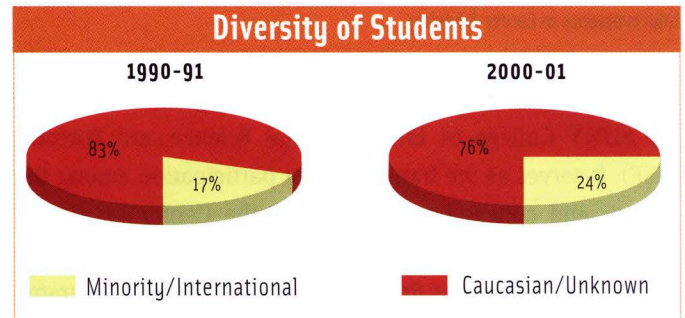
SAPHE, part of the Office of Student Affairs, was established in 1998 to support healthy lifestyle choices by providing resources, education, and counseling to undergraduate and graduate students.

#### The Lesbian, Gay, Bisexual, and Transgender (LGBT) Resource Center

Established in 2001, the LGBT center provides education, advocacy, support, and a safe communal space for students.

#### The Office of Disability Services

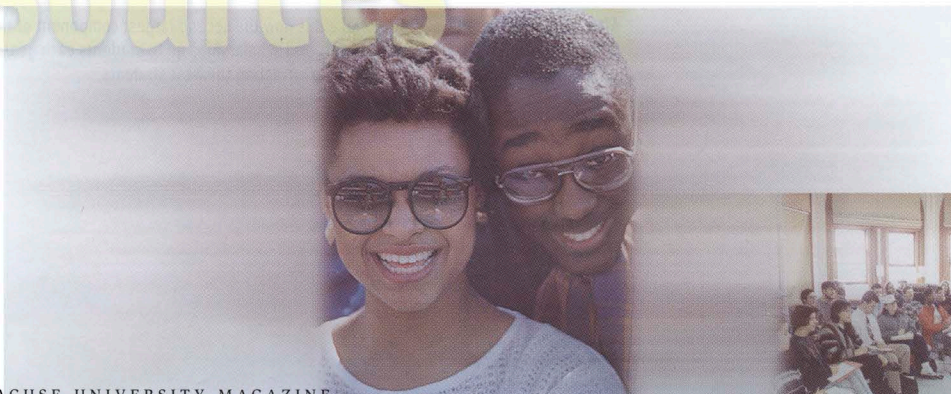
This office, established in 2000, works to make the learning environment more welcoming to students with disabilities and ensures that the University is in full compliance with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.



Today nearly one-quarter of SU students are people of color or of non-U.S. citizenship, a significant increase over the profile of 10 years ago.

The Student-Ci

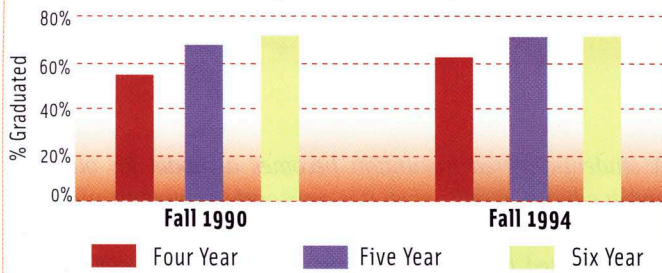
resources





## Graduation Rates

### Full-Time Undergraduates Excluding Transfers



Class Entering	Fall 1990	Fall 1994
Four Year	55.9%	61.2%
Five Year	68.4%	72.3%
Six Year	70.2%	74.0%

Improving the quality of incoming classes results in higher graduation rates. The current rate—74 percent—is the highest in the University's history. Vice Chancellor and Provost Deborah A. Freund has set a target of 85 percent to be reached in the next 10 years.

### Smoke-Free Residence Halls

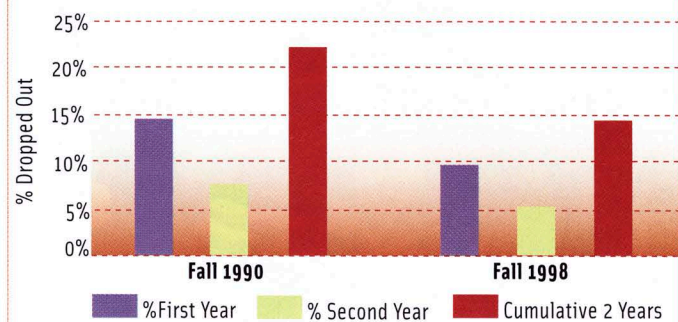
Beginning with the fall 2000 semester, all Syracuse University residence halls became smoke-free under a policy established by the Office of Residence Life.

### Random Housing Assignment for First-Year Students

New students enrolling in the fall 2001 semester were offered two housing options. The first is a special-interest or academic theme-based residence hall arrangement. The second choice, open to all other students, is a random assignment to one of the Main Campus residence halls. The policy change from housing selections based on the timing of tuition deposits to the random format was established to give students an intentional, guided living experience to further develop their academic and personal skills.

## Attrition Rates

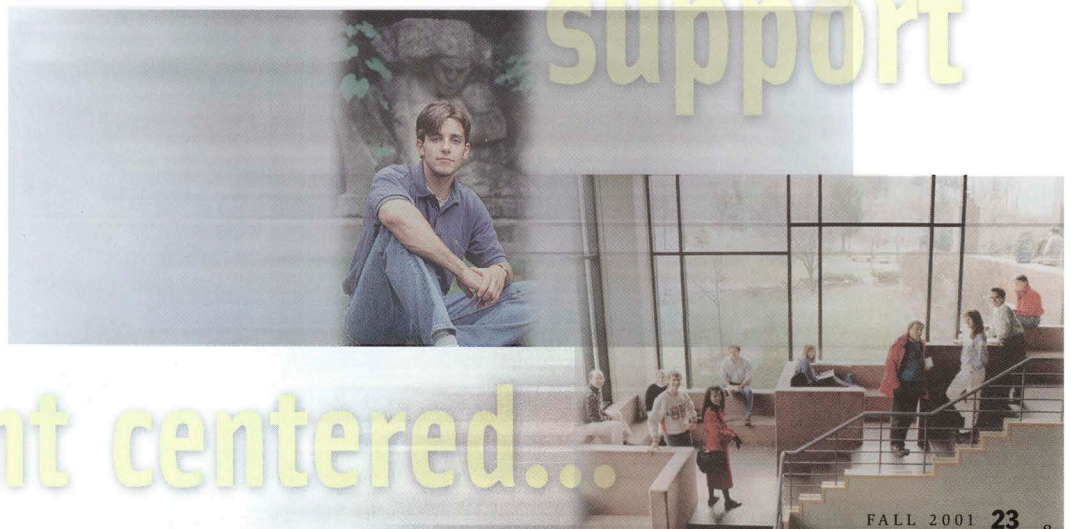
### Full-Time Undergraduates Excluding Transfers



Class Entering	Fall 1990	Fall 1998
% First Year	14.6%	9.4%
% Second Year	7.6%	5.1%
Cumulative 2 Yrs.	22.2%	14.5%

A better academic profile for entering classes, increased need- and merit-based financial aid, improved counseling, and other efforts have led to fewer students dropping out. The drop-out rates for freshman and sophomore year, which tend to be the peak years for this problem, have fallen by nearly eight percentage points.

Interdisciplinary Research University support

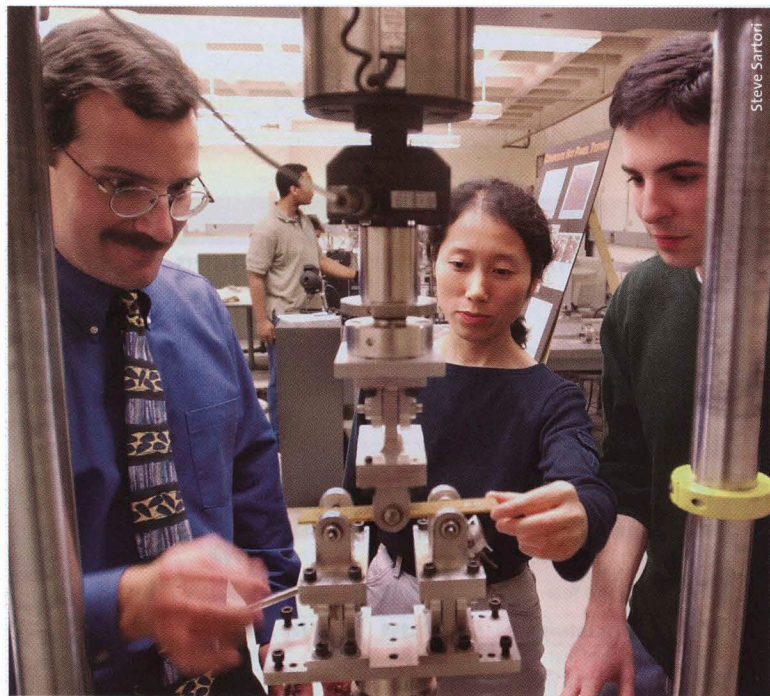


student centered...



# Academic Milestones

## Academic Milestones



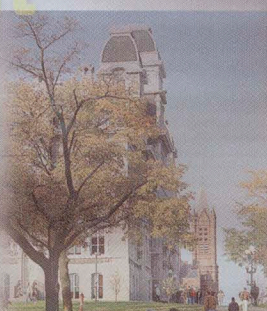
Meredith Professor Barry Davidson works with students in an engineering lab.

*A student-centered institution becomes a model for others in higher education only when it is constantly improving and evolving to meet changing needs. It progresses when faculty members are supported for achieving recognition in their disciplines and for sharing the strategies that lead to outstanding teaching.*

### Meredith Professorships

In 1995 a bequest from the estate of Dr. L. Douglas Meredith '26 enabled Chancellor Kenneth A. Shaw to create the Laura J. and L. Douglas Meredith Professorships for Teaching Excellence. Each Meredith Professor serves a three-year term and receives a significant stipend plus professional development and department assistance funds. Meredith Professors to date include: Linda Alcock, College of Arts and Sciences (A&S), William Coplin, Maxwell School and A&S, and William Glavin, S.I. Newhouse School of Public Communications (1995-98); Samuel Clemence, L.C. Smith College of Engineering and Computer Science (ECS), and Jerry Evensky, Maxwell School and A&S (1996-99); Shiu-Kai Chin, ECS, and Marvin Druger, A&S (1997-2000); William Banks, College of Law, and Gerardine Clark, College of Visual and Performing Arts (1998-2001); Sari Biklen, School of Education, and Barry Davidson, ECS (1999-2002); Larry Lewandowski, A&S, and Shobha Bhatia, ECS (2000-03); David Bennett, Maxwell School and A&S, and Gerald Mager, School of Education (2001-04).

## achievement





**Named Professorships**

The Michael O. Sawyer Chair in Constitutional Law, 1994.

The Louis A. Bantle Chair in Business and  
Government Policy, 1994.

The Gerald B. and Daphna Cramer Professors of Global Affairs, 1999.

Gerald B. Cramer Professor of Aging Studies, 1999.

The Maxwell Professors of Teaching Excellence, 1999.

The Krisher Professor of Economics, 1999.

The George Bennett Professor of Accounting, 2000.

The Earl and Josephine Snyder Professor of Innovation  
Management and Entrepreneurship, 2000.

**Trustee Professorships**

Created in 2000, these awards honor faculty of extraordinary achievement and promise for even greater contributions in the future. The first Trustee Professors were announced in 2001. They are: Benita Blachman, School of Education; Douglas Holtz-Eakin, Maxwell School and College of Arts and Sciences; Robert J. Thompson, Newhouse School; and John Yinger, Maxwell School and A&S.

**Hesburgh Award**

Syracuse University received the Theodore M. Hesburgh Award in 1996 for its transformation to a student-centered research university. This award is sponsored by the Teachers Insurance and Annuity Association/College Retirement Equities Fund (TIAA/CREF) to recognize successful, innovative faculty development programs that enhance undergraduate teaching and inspire the growth of such initiatives at America's colleges and universities.

**Magazine of Higher Learning Lauds SU Reforms**

In the July-August 2001 issue of *Change: The Magazine of Higher Learning*, University of Connecticut professor Barbara D. Wright takes a look at Syracuse's progress, five years after receiving the Hesburgh Award, in achieving its goal of becoming the nation's leading student-centered research university. Wright likes much of what she sees. "I found an institution," she writes, "that has been brilliantly successful over the last 10 years."

She has special praise for the University's readiness to put its money where its future is. She points to faculty salary incentives tied to teaching achievements, such as the Meredith Professorships; the Vision Fund, which helps promote creativity in the classroom; and the Gateway Fellowships, aimed specifically at the enhancement of lower-division courses. She is also impressed by the attention given to teaching concerns in the mentoring of new faculty and in the work of the Center for Support of Teaching and Learning.

Vice Chancellor and Provost Deborah A. Freund believes that with the University's commitment to undergraduate teaching and learning now firmly in place, it's time to focus renewed energy on the research mission of the student-centered research university. "We are different from a small liberal arts college and I'm proud of it," Freund says, pointing to the advantages of having top researchers on the faculty. Wright registers a warning about a possible loss of momentum for student-centered reform, but adds: "My sense is, if anybody can pull this off, it's Syracuse University."

For a complete text of the article, go to [acad-plan.syr.edu/changemag.html](http://acad-plan.syr.edu/changemag.html).



changing  
needs



# New Centers and Institutes

## New Centers and Institutes



The Maxwell School's Global Collaboratory brings technology into the classroom. The multimedia facility is equipped to provide access to such information as foreign-language television and radio broadcasts and international press reports.

### **The Alan K. Campbell Public Affairs Institute, Maxwell School**

Established in 1996, the institute fosters links between scholarship and public affairs. It is the home of the Government Performance Project.

### **The Global Affairs Institute, Maxwell School**

Established in 1994, the institute fosters links between scholarship and international affairs. It is home to the South Asia Center and to programs and research on Latin America.

### **The Center for Policy Research, Maxwell School**

The center was formed in 1993 and encompasses the Metropolitan Studies and Aging Studies programs and is the administrative home of the University Gerontology Center. Faculty and students in the center conduct a broad range of interdisciplinary research in the areas of aging, disability, social welfare, income security policy, domestic urban issues, and public finance.

### **The Center for Environmental Policy and Administration, Maxwell School**

Founded in 1994, the center prepares students for the challenges of governance and citizenship in a world in which environmental concerns are increasingly complex.

### **The Environmental Finance Center, Maxwell School**

Established in 1994, the center is one of six funded by the U.S. Environmental Protection Agency. It focuses primarily on developing education services and training opportunities to support more effective and efficient use of environmental services.

### **The Yenawine Institute for Corporate-Community Partnerships, School of Social Work (College of Human Services and Health Professions)**

Founded in 1994, the institute provides opportunities for the Central New York business and human services communities to collaborate and share expertise, to strengthen the workplace, and to advance the well-being of the larger community.

### **The Institute of Manufacturing Enterprises, L.C. Smith College of Engineering and Computer Science (ECS)**

Established in 2000, the institute focuses on building educational and research synergies with regional and national manufacturers.



## innovation

## collaboration

**The Geofoam Research Center, ECS**

This unique national research center, founded in 1997, examines the properties of expanded polystyrene foam used in geotechnical engineering and on extending the uses of this light-weight, low-density foam.

**The Center for Systems Assurance, ECS**

This center was founded in 2000 to provide an interdisciplinary research, development, and education program in digital systems security and assurance. Its work is aimed at protecting the integrity and security of information technology systems from hackers.

**The Center for Environmental Systems Engineering, ECS**

This center, dedicated in 2000, builds on the combined strengths of faculty from ECS's departments of civil and environmental engineering and chemical engineering and materials science, the University, and SUNY ESF to conduct research on and address issues involving environmental assessment and environmental technology.

**The New York Indoor Environmental Quality Center, ECS**

This center represents more than 50 regional environmental systems businesses, five academic institutions, and several nonprofit organizations. Fully funded in 2000, the center coordinates joint research projects, seeks state and federal funding, encourages businesses to use academic resources, and engages in outreach programs across the state and the nation.

**The New York Environmental Quality Systems Center (NYEQS), ECS**

The New York State Office of Science, Technology, and Academic Research (NYSTAR) awarded the University \$15.9 million in 2001 to establish the NYEQS center to focus on systems integration of multiple technologies to produce environmental systems that improve health and human performance, energy efficiency, and environmental quality. SU will collaborate with 10 partner institutions in this effort.

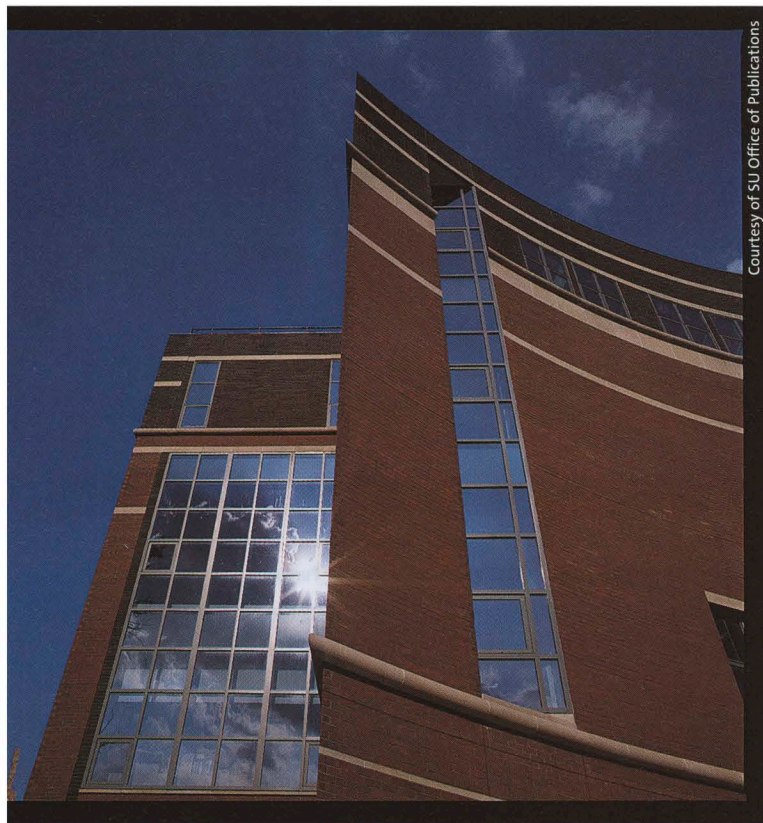
**Major Research****Top 20 Sponsored Research Grants 1991-2001**

Principal Investigator	Grant(s)	Purpose
1. Geoffrey Fox	\$26.5*	Northeast Parallel Architectures Center
2. William Sullivan	16.4	Maxwell/Executive Training
3. Edward Bogucz	15.9	Environmental Systems
4. Richard Lankes	9.4	ERIC Clearinghouse
5. Robert Birge	7.8	Center for Molecular Electronics
6. David Berg	7.6	School of Management/Army Training
7. Charles Driscoll	7.0	Environmental Engineering
8. Stanley Bolanowski	6.2	Bioengineering/Institute for Sensory Research
9. Mike Carey	5.9	Psychology
10. Sheldon Stone	5.3	Physics
11. Patricia Ingraham	4.5	Campbell Public Affairs Institute
12. Steven Taylor	4.4	School of Education
13. Bruce Berra	4.3	CASE Center
14. Philip Dunham	4.0	Biology
15. Elizabeth Toth	4.0	Public Communications
16. John Palmer	4.0	Maxwell School
17. Timothy Smeeding	3.6	Center for Policy Research
18. Richard Burkhauser	3.5	Gerontology
19. Shiu-Kai Chin	3.4	CASE Center
20. Douglas Wolf	3.3	Center for Policy Research

\* in millions



## New Centers and Institutes



The Center for Science and Technology is home to the School of Information Studies, the CASE Center, and the chemistry department.

**The Community and Information Technology Institute,  
School of Information Studies**

This institute provides research and development, consulting, technology transfer, and educational outreach services for the nonprofit community of Central New York.

**The Convergence Center, School of Information Studies**

This research and educational initiative was established in 1999 as a response to the managerial and industrial changes created by "digital convergence," which refers to the ability of digital media to fuse together voice, video, data, and print in new applications and networks.

**The Center for Digital Commerce, School of Information Studies**

This center conducts research and provides strategic analysis in all areas of digital and electronic commerce, involving faculty, students, affiliates, partners, and constituents.

**The Center for Natural Language Processing (CNLP),  
School of Information Studies**

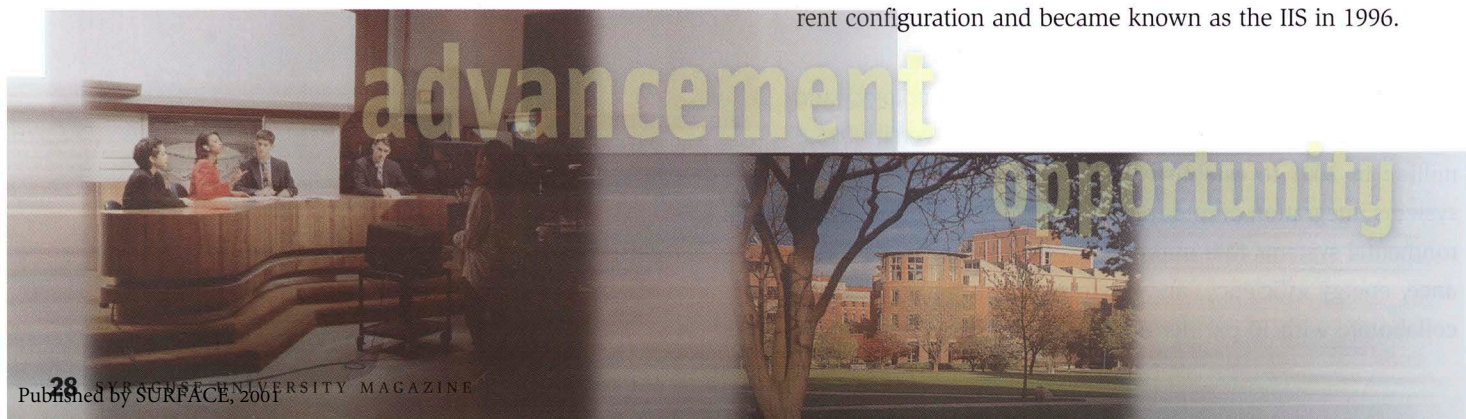
Established in 1999, CNLP advances the development of software designed to have a human-like understanding of languages for government, commercial, and consumer applications.

**The Center for Emerging Network Technologies, School of Information Studies**

This center provides laboratory-based testing of enterprise-class, network-oriented hardware and software products, focusing on scalability, interoperability, manageability, and overall value in enabling a range of information-oriented applications. Founded in 2001, it provides students with laboratory-oriented learning opportunities related to network technologies.

**The Information Institute of Syracuse (IIS), School of Information Studies**

This institute administers and sponsors projects for educators at all levels, including the ERIC Clearinghouse on Information & Technology; the award-winning, Internet-based Ask ERIC Question and Answer Service and Virtual Library; the Gateway to Educational Materials project, sponsored by the U.S. Department of Education; and the Virtual Reference Desk, sponsored by the White House Office of Science and Technology Policy. IIS was founded in 1977 as the ERIC Clearinghouse on Information Resources. It expanded to its current configuration and became known as the IIS in 1996.





**The Academic Institute for Educators of Adults, School of Education**

This interdisciplinary initiative was created in 1998 in partnership with the schools/colleges/divisions of human development, nursing, social work, management, information studies, continuing education, the Maxwell School, and area businesses.

**The Central New York Work Keys Center, School of Education**

Established in 1998, the center offers a complete spectrum of job analysis, skills assessment, instructional support, and training services for employers, job seekers, and students. The center has become a model for many other employment-oriented programs in the area.

**The Center for Global Law and Practice, College of Law**

Designed to offer students a unique blend of theory and experience, this center focuses on such topics as technological developments, increasing economic interdependence among nations, and post-Cold War issues. It was founded in 1996.

**The Family Law and Social Policy Center, College of Law**

This center offers students opportunities to study and work in a particular area of law. The center's interdisciplinary nature requires students to bring not only legal sources to bear on an issue but to access other disciplines as well. It was founded in 1994.

**The Center for Law and Business Enterprise, College of Law**

This center was created in 1994 for students interested in careers in corporate law, business, or general practice. The center's primary focus is on student learning and preparation for practice, with faculty research and development and community service also emphasized.

**The Center for the Study of Popular Television, Newhouse School**

This center, established in 1997, includes an archive of video and audio interviews with television pioneers and a professional-in-residence program that brings television producers and directors to campus. The center has gained a national reputation, thanks to thousands of references in print and broadcast media.





# New Centers and Institutes



Faculty, staff, and students from the Community Design Center (CDC) present a check for \$25,000 to the Wilson Park Community Center after a team of CDC students won first place in the 2001 JP Morgan Chase Community Development Competition.

## **The Gene Media Forum, Newhouse School**

Established in 2000, the forum helps media cover the ongoing revolution in genetic science by providing story ideas and sources to journalists, arranging panel discussions and symposia, and maintaining a web site.

## **Zimbabwe Center, Division of International Programs Abroad**

Established in 1993, the center offers College of Arts and Sciences courses with a focus on African and African American studies. The center has been temporarily closed because of the unstable political situation in Zimbabwe.

## **Hong Kong Center, Division of International Programs Abroad**

Established in 1996, the center offers College of Arts and Sciences and School of Management courses focused on international business, politics, and economics.

## **The Community Design Center, School of Architecture**

Established in 1998, the center provides opportunities for interdisciplinary teams of undergraduate and graduate students to conduct research on design, development, and policy proposals in association with nonprofit groups, local residents, community and government leaders, and professional organizations in Syracuse and the surrounding region. The center has received two Chancellor's Awards for Public Service and placed first (2001) and second (2000) in the JP Morgan Chase Community Development competitions in New York City.

## **The Ballentine Center for the Study of Securities Markets, School of Management**

This center was created in 1992 to offer students an unparalleled education in securities markets. Among its offerings are a resource room, seminars in investing and finance, trading simulations, internships, a student investment club, and a lecture series.

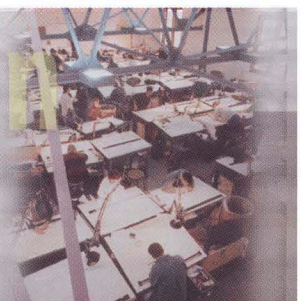
## **The Michael J. Falcone Center for Entrepreneurship, School of Management**

Reflecting the school's focus on entrepreneurial management, the center supports research projects to broaden the understanding of entrepreneurial theory and practice. Founded in 1998, it arranges student internships, brings renowned entrepreneurs to campus, and holds conferences and seminars.

## **The Earl V. Snyder Innovation Management Center, School of Management**

This center, established in 1994, is dedicated to the study and understanding of innovation: how it works, its continuous advancement, and its management.

# dedication





# New Academic Programs and Certificates

## New Degrees

Ph.D., Marriage and Family Therapy  
 M.F.A., Creative Writing  
 B.A., Women's Studies  
 M.L.S., Information and Library Science (independent study)  
 M.S., Neuroscience  
 M.S., Telecommunications and Network Management  
 M.S., Computational Science  
 B.S., Health and Exercise Science  
 B.S./M.S., Nursing  
 B.S./M.S., Second Degree, Nursing  
 C.A.S., Nursing Teaching  
 M.S., Communications Management (independent study)  
 B.S., Entrepreneurship and Emerging Enterprises  
 C.A.S., Nurse Practitioner Program, Primary Care, Adult  
 C.A.S., Nurse Practitioner Program, Primary Care, Pediatric  
 C.A.S., Nurse Practitioner Program, Primary Care, Family  
 B.S., Biochemistry  
 B.S., Economics  
 C.A.S., Latin American Studies  
 Ph.D., Composition and Cultural Rhetoric  
 M.S., Bioengineering  
 C.A.S., Nursing Informatics  
 M.S., Mechanical Systems  
 C.A.S., Health Services Management and Policy  
 B.A., Art History  
 C.A.S., Public Administration  
 C.A.S., Disability Studies  
 B.P.S., Applied Computer Technology  
 B.P.S., Legal Studies  
 B.P.S., Organizational Leadership  
 B.P.S., Professional Communication  
 C.A.S., Conflict Resolution

## Library Resources

	1990-91	1999-2000
Library Collections		
Volumes	2.3 million	2.8 million
Government Documents	.3 million	.3 million
Current Serials	16,700	15,200
Microform Units	3.7 million	4.7 million
Computer Files (CD-ROMs, magnetic tapes, and disks designed to be processed by a computer)	not available	7,700

SU's libraries hold approximately 3,400 volumes per full-time faculty member and 195 volumes per student. Among members of the Association of Research Libraries the averages are 2,800 and 210, respectively.





# Campus-Wide Programs

## Campus-Wide Programs

### New Faculty Orientation Program

This program was revived in 1996 in an effort to reduce the sense of isolation that can be felt by new faculty. It includes a full day of orientation and social occasions to welcome new faculty into the community of scholars and teachers.

### Professional Development and Support Program for Academic Department Chairs

This program, established in 1995, assists department chairs by bringing them together for a summer retreat and for meetings with the Chancellor and vice chancellor during the year where concerns can be aired and solutions shared.

### The Vision Fund

This initiative, which began in 1999, promotes visionary and creative ideas to improve teaching and learning. Both individual grants (up to \$5,000) and school, college, and interdepartmental grants (between \$10,000 and \$30,000) are available.

### Syracuse Symposium

Established in 2000 and housed in the College of Arts and Sciences, this symposium is a series of University-wide, academically oriented events based on a common theme. The first symposium, Poetry: Moving Language/Language Moving, took place in spring 2001.

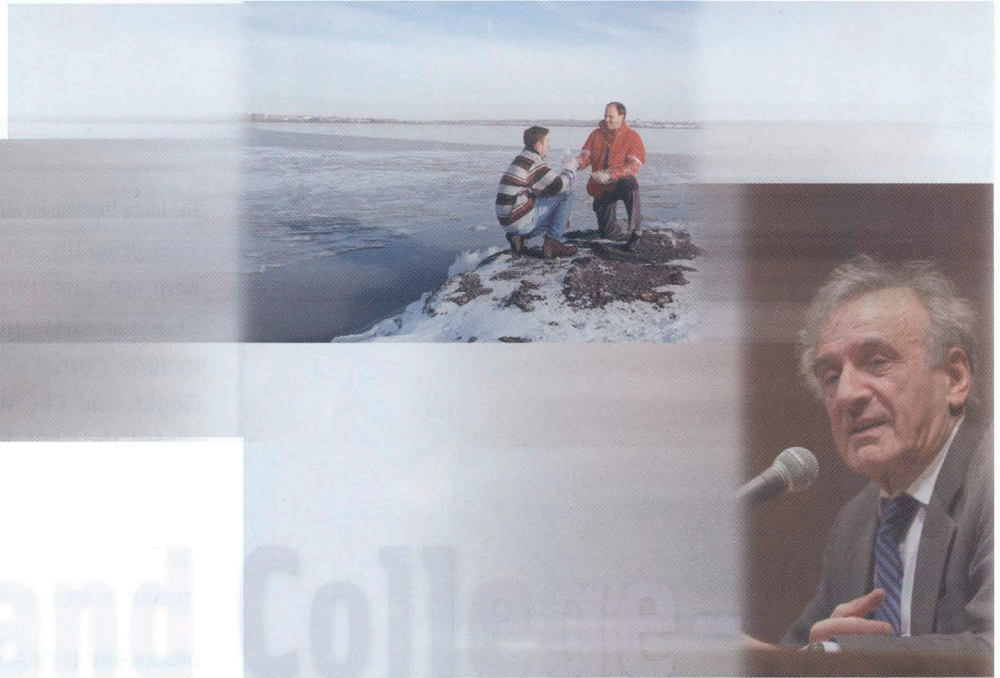
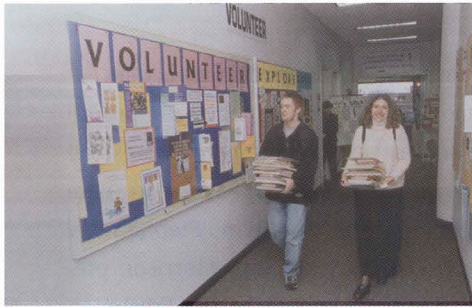
### Improvements in the Teaching Assistants (TA) Program, Graduate School

Already a national model in developing the future professoriate, the TA program was enhanced significantly in the past decade: A series of faculty teaching mentors seminars was initiated to help foster disciplinary and interdisciplinary thinking; teaching associateships were created for graduate students who wish to perform advanced teaching activities under a faculty mentor; and a Certificate in University Teaching was established for teaching associates who complete a program of professional development and produce an effective teaching portfolio.



SU Literacy Corps member Kenisha Bonner '02 tutors a Syracuse elementary school student.





# School- and College-Based Programs

## School- and College-Based Programs

### **The Energy Systems Program, ECS**

This program educates undergraduate and graduate students in the critical area of energy systems engineering.

### **Renaissance Internship Program, ECS**

This program places graduate student interns at local companies in several technology clusters: environmental systems, biomedical systems, electronics technologies, manufacturing engineering, and software engineering.

### **The Franklin School Tutoring Project, School of Education**

This program, established in 1994, matches SU students with new readers in an inner-city magnet school. It was the model for the SU Literacy Corps tutoring program and has involved nearly 500 student volunteers.

### **The Study Council at Syracuse University Research and Development Consortium, School of Education**

A partnership between the University and more than 130 school districts, the council focuses on professional development of continuing education.

### **The Applied Learning Program, College of Law**

This program offers a variety of educational opportunities that integrate theory and practice. The program includes two new clinical opportunities: the Children's Rights Clinic and the Public Interest Law Firm.

### **Law, Technology, and Management (LTM) Program, College of Law**

LTM, which graduated its first class in 1993, takes an interdisciplinary and applied research approach to the study of commercial development of new technologies. LTM, along with the CASE Center, sponsors the Technology Transfer Research Center, which specializes in the transfer of new technologies for commercial development.

### **The New Liberal Arts Core, College of Arts and Sciences**

The goals of this program of required courses are two-fold: to develop fundamental intellectual skills in language use and quantitative reasoning; and to develop broad, integrated perspectives on the human experience shaped by the best scholarship and research in advanced learning.

### **The Freshman Forum, College of Arts and Sciences**

This initiative brings together faculty members and students in small-group settings to share ideas, experiences, and topics. It became a requirement for all arts and sciences students, except those eligible for the Honors Program forums, in 1997. Established in 1990 with 200 students, the forum included 1,004 students in 2000.



# School- and College-Based



Two students share smiles during a sunny day on campus.

## The Laura Hanhausen Milton Freshman Lecture, College of Arts and Sciences

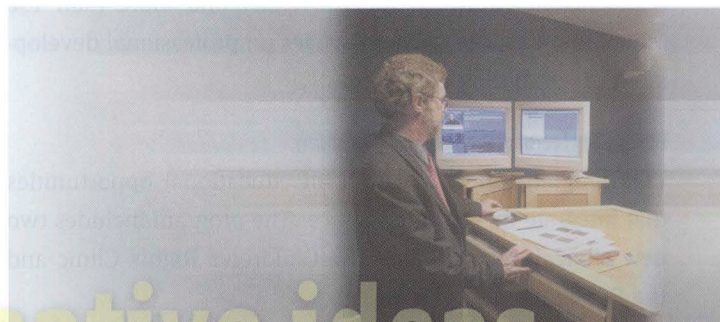
This program, established in 1997, brings nationally prominent scholars, thinkers, and artists to campus to address all first-year arts and sciences students. Speakers to date include Cornel West, Doris Kearns Goodwin, Stephen Jay Gould, and Elie Wiesel. Nobel Laureate Toni Morrison presented the 2001 lecture. Formerly known as the Freshman Lecture, it was renamed through a generous gift from Laura '51 and Jack Milton '51. The lecture is the culmination of the Freshman Forum, with classes reading and discussing the speaker's works prior to his or her campus visit.

## Enhancements to the Advising Process, College of Arts and Sciences

The Summer Faculty Advising Program allows incoming freshmen to learn about SU from advisors via telephone and printed material. In many cases, students' Freshman Forum leaders become their faculty advisors. The Exploratory Student Program assigns academic counselors to students who have yet to declare a major.

## The Undergraduate Teaching Initiative, Maxwell School

Funded by a \$4 million grant in 1992, this initiative focused on the improvement of teaching and learning. Three new team-taught introductory courses were developed, and have enrolled more than 5,000 undergraduates and involved more than 75 faculty members to date. The grant also supported more than 300 graduate students preparing for careers as teachers and more than 1,500 undergraduates in service learning opportunities.





# I Programs

## **The National Securities Studies Program, Maxwell School**

In 1996, the U.S. Department of Defense (DoD) awarded the Maxwell School's Executive Education Program an \$8.1 million contract to deliver a three-tiered integrated program of academic and practical instruction to the DoD's highest level personnel. The contract was renewed in February 2001. To date, 800 senior civilian and military leaders have participated in the program.

## **The Zurenda Fund for Alcohol and Other Drug Education and Research, School of Social Work (College of Human Services and Health Professions)**

This program was introduced in 1996 to acquaint social work students with the substance abuse issues they will face in the field.

## **The Rosamond Gifford Community Exchange Forums, School of Social Work (College of Human Services and Health Professions)**

Created in 1999, these forums promote collaboration and dialogue on community problems by diverse groups.

## **Non-Credit Program in the English Language Institute (ELI), Syracuse University Continuing Education (SUCE)**

This program was established in 1999 for corporate-sponsored international students in partnership with Deloitte Touche Tohmatsu. ELI provides flexible and individualized instruction to enhance the English language skills of auditors, tax lawyers, and management consultants from Central and South America.

## **The Leadership Institute, SUCE**

Established in 2000 for corporations and nonprofit organizations, the institute blends training strategies to develop excellence in leadership, sales and marketing, project management, integrated manufacturing, and strategies for change.

## **Syrts (Syracuse University Technology-enhanced Instructional Solutions), SUCE**

This business unit was created in 2001 to provide innovative educational design and development services to external and internal customers.

## **The Program in Entrepreneurship and Emerging Enterprises, School of Management**

This program became an undergraduate major in 1995 and a graduate concentration in 1997. It was incorporated into the M.B.A. and undergraduate core curricula in 1998 and 2000.

## **M.B.A. Web-Based Independent Study Program, School of Management**

This program's courses moved to the Internet in 1998. Each course has its own web site allowing for faculty-student and student-student interaction.

## **Partnership with Caliber, School of Management**

This distance-learning program, established in 2000, delivers the M.B.A. upgrade program in its entirety, as well as individual course modules, to corporations using Caliber's Internet-based technologies.

new initiatives





# Campus Growth

## Campus Growth

Visitors to Syracuse University frequently remark on the beauty of our campus. Well-tended grounds and charming buildings are important, of course. But the real story is the constant effort to maintain the physical plant, to build new facilities and renovate others where necessary, and to adapt to high-speed changes in technology.

### Upgraded Teaching Facilities

Classrooms	97
Auditoriums	8
Laboratories	57

### High-Speed Internet Access in the Residence Halls

The high-speed Internet access project began in 1997 with 5 wired residence halls serving approximately 500 student rooms. By 2001, 134 buildings had been wired, providing Internet service to 3,500 student rooms.

## New Construction

### Eggers Hall

The 131,000-gross-square-foot facility, named for the late Chancellor Melvin A. Eggers, was completed in 1994.

### Winifred MacNaughton Hall

The 56,030-gross-square-foot addition to the College of Law complex was completed in 1998.

### Marilyn and Bill Tennity Ice Skating Pavilion

Dedicated in October 2000, this 25,000-square-foot facility features a regulation hockey rink and a smaller, studio rink.

### Joseph and Shawn Lampe Athletics Complex

The athletics department made numerous improvements to its facilities in the past decade, including the 1997 dedication of the athletics complex named in honor of Joseph O. Lampe '53, G'55, chair of the SU Board of Trustees, and his wife, Shawn. The Roy Simmons Sr. Coaches Center was built in 1995 and dedicated in 1998, and the George R. Iocolano and William C. Petty Football Wing was constructed in 1991 and named in 1996. The complex also features the renovated 2,700-seat Coyne Field, the new 1,500-seat soccer stadium, a 400-meter track, and football, lacrosse, field hockey, and soccer practice fields. In addition, a softball field was built at Skytop in 1999.



Eggers Hall was built in 1994.

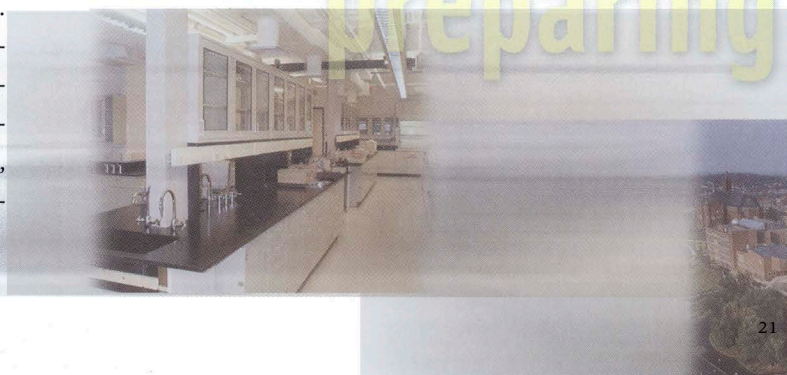
Peter Finger

## Physical Space

	1990-91	2000-01
Usable Square Footage (in millions)		
Academic and Administrative	3.9	4.2
Auxiliary	2.9	3.0
Total	6.8	7.2

There has been a modest increase in the overall physical plant in the past 10 years. The Academic Space Plan calls for an increase of 10 percent in available academic and administrative space in the near future.

# preparing





## Renovations

### Maxwell Hall

The \$2 million project was undertaken with the construction of Eggers Hall, to make the two buildings compatible.

### Carrier Dome Roof

This \$12.8 million project was completed in March 1999 and included not only a new fabric roof, but also a number of other improvements, such as a more efficient snow-melt system, a new sound system, and a permanent safety-rope system.

### The Goldstein Alumni and Faculty Center

Renovation of the existing faculty center was completed in 1997. It included a 5,700-square-foot addition, providing 17,200 square feet of space to consolidate alumni functions under one roof, and to offer ongoing faculty center services.

### University College Relocation

When renovations to the building at 700 University Avenue were completed in 1998, all functions of the Division of Continuing Education and Summer Sessions were brought together in one building.

### Crouse-Marshall Project

SU, the University Hill Corporation, and the Crouse-Marshall Business Association created a plan to revitalize the Crouse-Marshall Business District. Congressman James Walsh secured \$1.85 million in funding for the project in 2000 and an additional \$1.9 million in 2001. The project, completed in two phases, resulted in buried utility lines, the installation of new lighting, the restructuring and bricking of sidewalks and streets, an altered parking configuration, and the addition of street furniture, landscaping, information kiosks, and a new bus shelter.

### Drumlins

Renovations included three new indoor tennis courts for SU tennis teams.

### Link Hall

A \$4.5 million project, completed in 2000, created a major new suite of laboratories on the fourth floor of Link Hall. The facilities were designed to support teaching and research in environmental systems engineering.

### Sims Hall

Renovations were completed to accommodate the School of Social Work.

### Rose and Jules R. Setnor Auditorium

Crouse College Auditorium was extensively renovated, and it was renamed in 1999 in honor of Rose '33 and Dr. Jules R. Setnor '32, G'35.

### Lubin House

Major renovations are under way at this New York City extension of the University.

## Acquisitions

### Marshall Square Mall

In July 1998, the University purchased Marshall Square Mall, a 32,000-square-foot shopping center in the 700 block of University Avenue. The facility will continue to function as a retail and service-oriented business center.

### Sheraton Syracuse University Hotel & Conference Center

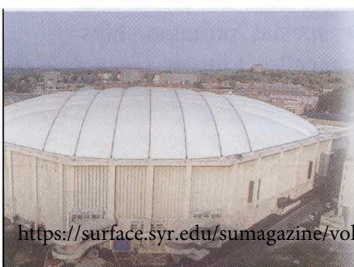
The University purchased this facility, located in the heart of campus. Numerous upgrades will be completed in 2001.

### Residence Hall Occupancy

	1990-91	2000-01
Capacity (Number of Available Spaces)	7,641	7,335
Percentage of Capacity Occupied		
Fall Semester	98.4%	99.0%
Spring Semester	93.4%	93.7%

Available residence hall space has been adjusted to reduce density and meet changing student needs. Occupancy has remained at full or near-full capacity.

for the future



<https://surface.syr.edu/sumagazine/vol18/iss3/6>



improved



# Unprecedented Generosity

## Unprecedented Generosity

*Private universities depend on the foresight and generosity of their alumni and friends. Syracuse University has been most fortunate. Giving has reached levels no one could have predicted at the beginning of the decade. An improved economy was a factor, but the generosity demonstrated by so many was both unexpected and deeply appreciated.*

### Leadership Gifts \$10 million to \$20 million gifts

#### Anonymous \$20 million pledge

#### Ruth and Herbert Meyer Scholarship

Ruth Meyer's \$14.8 million bequest in 1996 was split—half to support the scholarship she and her husband, Herbert, established in 1975, and half for unrestricted purposes, to be used as the Chancellor designates.

#### School of Management Building Fund

SU donors have committed more than \$11 million for the capital campaign for the new School of Management building. In addition, the University has committed \$14 million.

#### Student Athlete Fund

This successful \$20 million campaign provides scholarship and academic support for athletes.

### \$5 million to \$10 million gifts

#### Gerald B. and Daphna Cramer Endowment for International Studies

#### Gerald B. and Daphna Cramer Professorships in Global Affairs

#### Gerald B. Cramer Professorship in Aging Studies

These gifts recognize outstanding faculty, support research and teaching, and provide financial assistance to students in Maxwell's international studies program.

#### Laura J. and L. Douglas Meredith Professorships

In 1994 and 1995, SU received bequests from the estate of L. Douglas Meredith to be used for special professorships. Chancellor Shaw and then-Vice Chancellor Vincow created

Meredith Professor Gerardine Clark develops the talents of drama students.



Douglas Lloyd Photography



commitment

alumni

the Laura J. and L. Douglas Meredith Professorships of Teaching Excellence, to be conferred upon a number of tenured professors who have proven track records as outstanding teachers. During their three-year terms, Meredith Professors receive an annual supplemental salary award and an annual fund for professional development. The Meredith Professors also convene a Meredith Symposium, meeting twice a semester to discuss and reflect on the state of teaching at SU and to develop means to work collectively and individually to improve the University.

### \$2 million to \$5 million gifts

#### Robert B. Menschel Media Center

This gift supported the renovation of the first floor of Watson Hall for the use of Light Work, the Community Darkrooms, University Union Television, WJPZ radio, and University Union Cinema.

#### Stanford S. Setnor, M.D., and Rose and Jules Setnor Endowment for the College of Visual and Performing Arts

This endowment will provide scholarships for undergraduates in the Setnor School of Music and will support the College of Visual and Performing Arts (VPA). In recognition of the Setnors' gift, VPA renamed the School of Music and Crouse College Auditorium in their honor.

#### Marilyn and Bill Tennity Ice Skating Pavilion

This recreational facility was built on South Campus for use by the University community.

#### Winnick Family Foundation Scholarship

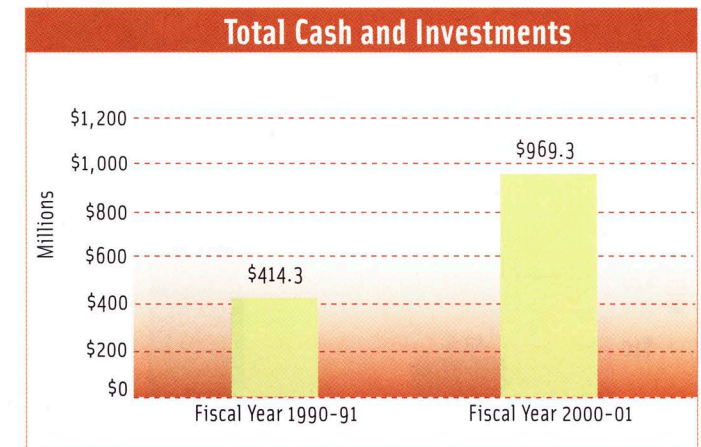
#### Winnick Family Endowed Scholarship

#### Karen B. Winnick Literacy Initiative

The scholarships support students with financial need, and the literacy initiative supports tutoring efforts by the Center for Public and Community Service.

#### The Winnick Hillel Center for Jewish Life

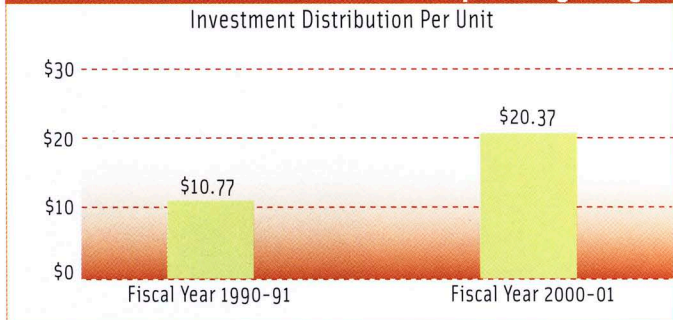
This facility will be built on the corner of Walnut Place and Harrison Street.



Cash and investments in all funds have more than doubled during the decade.

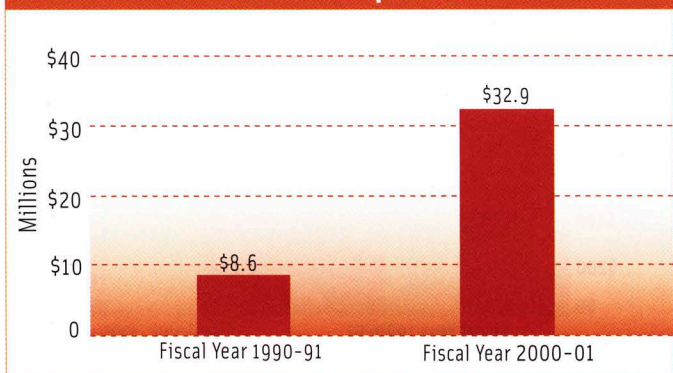


## Investment Return Distributed to Operating Budget



Growth in investments and policy changes have brought about a two-fold increase in the investment distribution rate per unit, making more funds available for the annual operating budget.

## Endowment/Investment Earnings Available for Operations



As the endowment has grown, so has the number of investment units, making approximately \$33 million of earnings available for annual expenditure—nearly four times what it was 10 years ago.

## \$1 million to \$2 million gifts

### Louis F. Bantle Endowed Chancellor's Scholarship

### Bantle Family Endowed Graduate Scholarship

These merit- and need-based scholarships aid undergraduate and M.B.A. students.

### Louis A. Bantle Endowed Chair in Business and Government Policy

This endowment was established to support an outstanding faculty member teaching business and government policy in the Maxwell School.

### Ilene and David Flaum Endowed Chancellor's Scholarship

This merit-based scholarship provides aid to an undergraduate student in the School of Management for four years.

### William C. Fleming Educational Unitrust for Faculty Support

SU received gifts in 1997 and 1998 to fund two tenure-track positions in the Department of Fine Arts in the College of Arts and Sciences—one position in fine arts, one in music history.

### John and Mabel de Sardon and Joan de Sardon Glass Endowed Scholarship

This merit- and need-based scholarship aids graduate students in the Maxwell School who have worked in the public or nonprofit sector in South America.

### Samuel V. Goekjian Endowment for the Global Affairs Institute

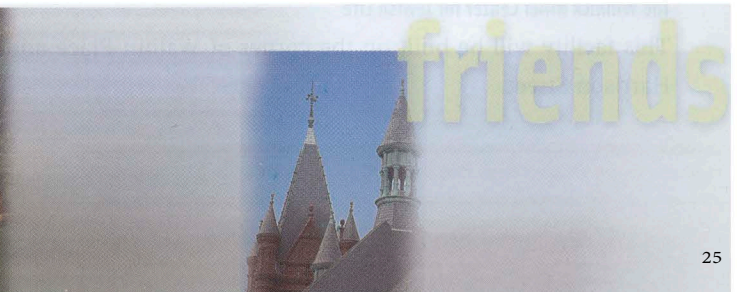
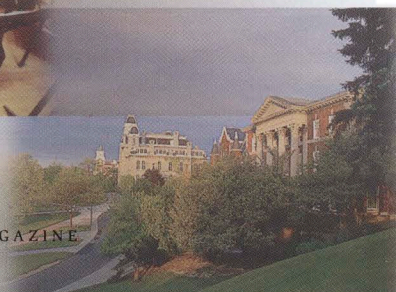
This endowment provides graduate student research funds and general support for the GAI in the Maxwell School.

### Support for the High School for Leadership and Public Service

This initiative is a unique collaboration between the Maxwell School and a New York City high school. It is designed to promote leadership skills and a commitment to public service.

### College of Law Winifred MacNaughton Hall

This new College of Law facility features classrooms, offices, lecture halls, and a moot court.





## Fund-Raising Campaigns

Gifts and Pledges (in millions)	Campaign for Syracuse (1986-1991)	Commitment to Learning (1993-2000)
Annual program support	\$62.3	\$133.6
Annual unrestricted	\$19.4	\$56.2
Annual financial aid	—	\$12.9
Endowed faculty positions	\$12.3	\$11.3
Endowed scholarships	\$14.3	\$57.8
Endowed program support	\$12.7	\$27.3
Endowed equipment	—	\$ 0.6
Capital equipment and gifts-in-kind	\$24.4	\$32.3
Capital equipment and building	\$14.9	\$13.1
Other	—	\$27.2
<b>Total</b>	<b>\$160.3 million</b>	<b>\$372.3 million</b>

Major Donors	Campaign for Syracuse (1986-1991)	Commitment to Learning (1993-2000)
Gifts of more than \$1 million	22	70
Gifts of more than \$2 million	5	26
Society of Fellows members	675	1,714
Chancellor's Council members (Cash gifts of \$100,000 or more)	105	397

Alumni and friends of the University have been increasingly generous. The just-completed campaign more than doubled the total earned in the last such effort.

### Laura Hanhausen Milton Freshman Lecture Program

This initiative brings distinguished figures to campus to lecture on important social issues. Past guests have included Stephen Jay Gould, Doris Kearns Goodwin, and Elie Wiesel. This fall Toni Morrison was the featured speaker.

### S.I. Newhouse Apprenticeship Program in Newspaper Journalism for Minorities

This gift supports a three-year apprenticeship program for Newhouse minority students with the Newhouse Newspapers.

### Syracuse University Entrepreneurial Competition

This student business plan competition is hosted by the Program in Entrepreneurship and Emerging Enterprises at the School of Management.

### Technology Support for the School of Management

An anonymous gift was received from an SU alumna to upgrade technology in the School of Management.

### Tepper Center for Careers in Theatre and the Arielle Tepper Endowed Scholarship

These initiatives provide scholarship support and funding for experiential learning for VPA students through a professional practices course, lectures by visiting professionals, and travel to New York City theater events.

### Louis and Elma Trupin Endowed Scholarship

This need-based scholarship aids undergraduate students in the Newhouse School.

### The University Lecture Series

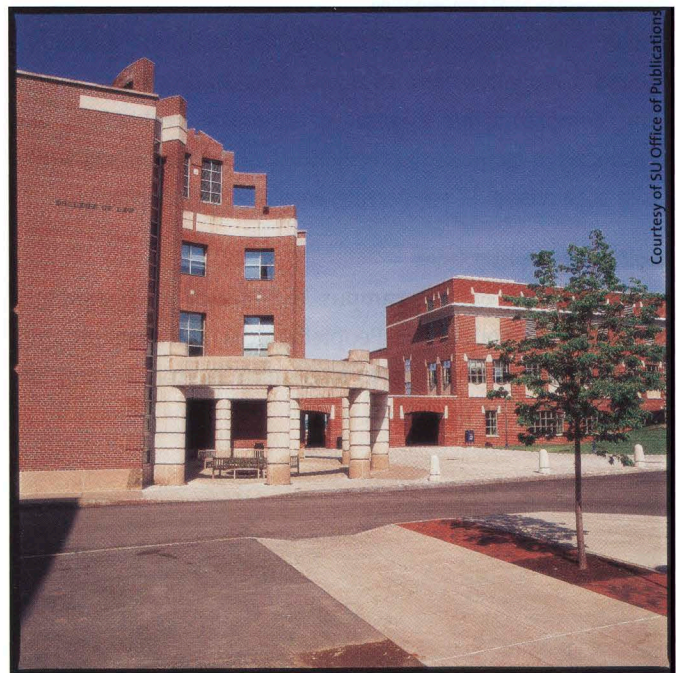
This is a University-wide cross-disciplinary lecture series supported by SU Trustee Robert B. Menschel. It features distinguished professionals from such areas as communications management, public policy, the arts, and the sciences. Among those scheduled to appear are diplomat and former U.S. Senator George Mitchell, cognitive scientist Steven Pinker, and Canadian designer Bruce Mau.

### Lois and Martin Whitman Endowed Graduate Scholarship Fund

This need-based scholarship provides aid to M.B.A. students in the School of Management, with preference given to students of color.

### Scholarships

In addition to the scholarships listed above, the decade saw nearly 200 new merit- and need-based scholarships worth \$100,000 or more created thanks to the generosity of donors.



The College of Law added Winifred MacNaughton Hall to its facilities in 1998.



# Working at Syracuse

## Working at Syracuse University

*Today working at SU means not only accepting change, but welcoming it. This is evident in a new ability to examine processes and adjust them to fit the current situation, a commitment to personal growth through education and training, and a pervasive expectation of service not only to students, family members, and visitors, but to each other as well.*

### SUIQ

The Syracuse University Improving Quality (SUIQ) program was implemented in 1992 as an adaptation of the successful Total Quality Management programs in place in businesses and nonprofit organizations across the country. The ongoing program has resulted in a number of improved processes, which in turn have enhanced quality and efficiency in every area of campus life.

### New Benefits

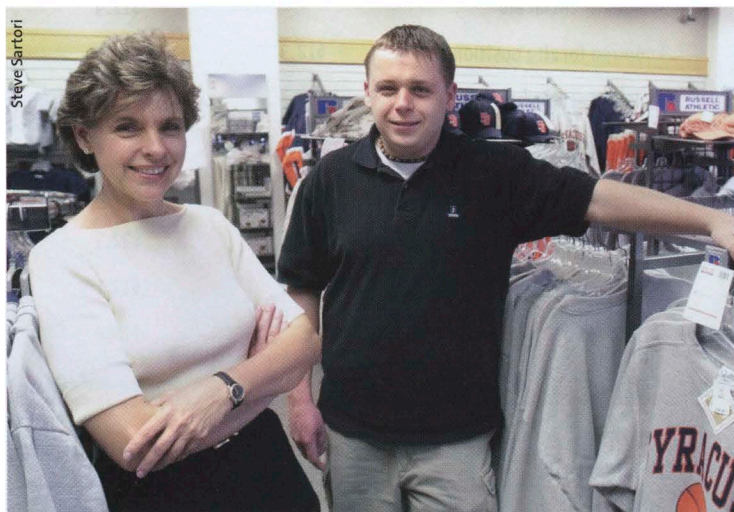
In 1998, after a thorough study of employee needs and desires, the Office of Human Resources introduced a new benefits program. Among the options newly available were dental insurance, flexible spending accounts for medical needs and child care, home and auto insurance, increased cash grants for dependent tuition, adoption expense reimbursement, increased life insurance, and optional supplemental life insurance.

### New Approach to Staff Compensation

In 2000 a new system for classifying staff positions was implemented. Categories were trimmed from 20 levels to 7, and a more comprehensive system of employee evaluations was introduced to facilitate the recognition of staff members and to assist supervisors in supporting employee development.

### PeopleServices Implementation

As part of the overall campus technology evolution to a client server model, the PeopleServices software program was implemented in 2000 to streamline payroll, hiring, and other staff-related functions.

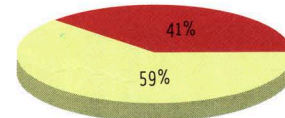
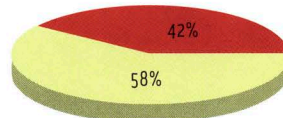


Barbara Dzielak and her son, David, pose at the SU Bookstore, where Barbara works. Thanks to the dependent tuition program, David was able to study at SU and earn a bachelor's degree in 2001 from the College of Arts and Sciences and the School of Education.

### Gender Distribution of the Staff

1990-91

2000-01



Women

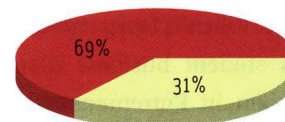
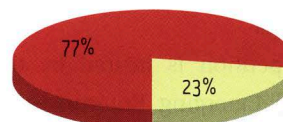
Men

The number of women in the non-faculty workforce has increased slightly over the decade. In the ranks of executive and professional positions, the number of women has increased significantly.

### Gender Distribution of the Faculty

1990-91

2000-01



Women

Men

With the growth in the number of women faculty, SU's percentage distribution matches the national average at doctoral institutions.



# University

## Energy Conservation Program

This efficiency program, established in 1992, has resulted in an annual savings of \$2.5 million.

## Guaranteed Mortgage Program

Introduced in 1994, this program provides 100 percent mortgages through four banks to employees purchasing homes in the immediate University neighborhood, thereby eliminating the need for a down payment. With the University as guarantor, the home buyer does not need to purchase mortgage insurance.

## Fair Wage Initiative

Base pay for the lowest-paid employees was increased in 2001 as part of an overall effort to improve staff salaries. Through this program, the base-pay minimum will rise to \$9.01 per hour by 2003.

## Zone Management

Instituted in 1996, the Zone Management Program moved the maintenance and repair functions of the University from a remote, off-campus site to strategically placed sites on campus.

## Expanded Powers for Public Safety

In 1995 the Department of Public Safety was granted additional authority to deal with campus crime. The governor signed the enhanced-authority bill into law as part of an overall effort to better support the teaching and learning environment on private college campuses. Other public safety improvements include a zoned patrol system, bike patrols, a South Campus public safety station, and parking patrols.

## Diversity of Staff

Includes Full-Time and Regular Part-Time Staff

1990-91

2000-01



Minority/International



Caucasian/Unknown

The University has made gains in staff diversity, though the progress has been slower than with faculty.

## Diversity of Faculty

Includes Full-Time and Regular Part-Time Faculty

1990-91

2000-01



Minority/International



Caucasian/Unknown

Faculty diversity has increased during the past 10 years in tandem with an increasingly diverse student body. SU's percentage of underrepresented groups among the faculty is close to the average at colleges and universities across the country.





# Support for Diversity

The decade from 1991 to 2001 saw a number of new initiatives to support diversity on campus.

## The Chancellor's Commission on Pluralism

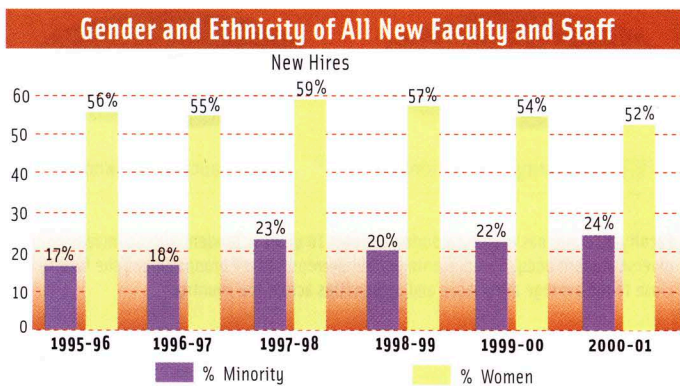
This group issued a comprehensive report on the campus climate as it relates to diversity.

## The Chancellor's Advisory Committee on Diversity

This committee was formed to provide the Chancellor with advice and counsel on policy issues related to diversity.

## The Office of Admissions

The office strengthened its recruitment efforts among under-represented students, particularly through the appointment of an assistant director for diversity recruitment.



Minority and female representation among new hires in the past six years is proportionally greater than for the workforce as a whole.

## The Introduction of Random Residence Life Assignments

For new undergraduate students, this initiative increases the number of opportunities students have to meet and form friendships with people whose ethnic backgrounds differ from their own.

## Faculty and Staff Recruitment Efforts

This initiative was enhanced through increased funding for search processes and by making recruitment a high priority in supervisor and manager evaluations.

## Pilot Campus-Wide Diversity Training Program

For staff members, this program will become an integral part of employment at Syracuse University.

## The Office of Multicultural Affairs

This office was created to address the needs of students of color and to support diversity in campus life.

## Economic Impact

	1992	2000
Number of employees	10,848	9,041*
Gross payroll	\$154 million	\$211 million
Employee taxes	\$36 million	\$59 million
Taxes and fees paid		
Local	\$1.7 million	\$3.8 million
State	\$8.4 million (\$1.7 million sales tax/ \$6.7 million income tax)	\$8.5 million (\$0.9 million sales tax/ \$7.6 million income tax)
Federal	\$20 million	\$26 million
FICA	\$19 million	\$25 million

\*Non-student and student employees





# Civic Presence

*Mindful of its status as a neighbor and as a contributing member of the wider community, Syracuse University reached out in new ways to improve the quality of life in the Syracuse area. This was evident not only in the University's economic impact, but also in the hundreds of thousands of hours logged by student, faculty, and staff volunteers across the region.*

## Community Links

### The Center for Public and Community Service

Created in 1994, CPCS promotes, supports, facilitates, and recognizes public and community service as a fundamental part of the teaching and learning experience for the University's students, faculty, and staff. The center serves as a liaison for credit courses that require community service and for special service projects on and off campus, and sponsors the annual Chancellor's Awards for Public Service.

Outstanding projects under the direction of CPCS include: the Literacy Corps, an effort by 150 student tutors working with 1,800 at-risk children at 23 sites in the area; the Writing Studio, where students collaborate on brochures, web sites, and other materials for area nonprofit organizations; and the School of Management mentoring program, which matches students with children at the Huntington School.

### Economic Impact

The University is an integral member of the community. It's one of the top three employers in the area, and it is a source of revenue through taxes and other payments and from the hundreds of special events that draw millions of visitors to the area each year. The University and the community enrich each other through cultural events, civic participation, and other mutually beneficial exchanges.

### Neighborhood Patrol Initiative

A partnership among the University, the Syracuse Police Department, and the neighborhood, this program responds to area residents' concerns and quality-of-life issues. Since the initiative was implemented in 1999, the number of incidents has been drastically reduced.

### The University/Community Partnership

This initiative is a multifaceted approach to addressing recurring problems in the neighborhood east of the Main Campus. The partnership includes representatives from SUNY ESF, Le Moyne College, City of Syracuse departments, neighborhood organizations, and students. Work has focused on three major areas: the Neighborhood Patrol Initiative (see above), enforcement of underage drinking laws, and fire/safety code enforcement.

## Community Service

### 1990-91

184,000 hours by 2,700 students

### 2000-01

500,000 hours by 4,000 staff, faculty, and students

## Service Learning Courses

### 1991-92

One (PAF 102)

### 2000-01

125, plus Law Clinics, Honors, Soling, Undergraduate Research, and the Community Design Center

# community service





## determination

I have been part of higher education for the past 35 years. Thus I have the advantage of having seen the natural ebb and flow of life on campuses large and small. I know that good times are to be embraced and that hard times will come. I have been fortunate in that the former outnumber the latter by at least three to one.

Mary Ann and I came to Syracuse in 1991 during some hard times. The nation was in an economic downturn, making families think twice about taking on the financial burden of a college education. And higher education was simultaneously experiencing a demographic dip in the number of college-bound high school graduates.

I knew that shepherding the University through this period would take the determination, talent, experience, and goodwill of the entire community. I knew that some hard choices were ahead and that there would be difficult losses to face.

I didn't know then that Syracuse was a place where people truly cared about their institution and were willing to do whatever it took to weather the storm and move ahead. I told my new colleagues—members of the board, the faculty, staff members, and students—that with a solid plan and a vision for the future we could make history.

And we did.

Syracuse University was one of very few higher education institutions to come through the early '90s having withstood budget cuts of more than \$60 million and the loss of some 600 jobs while simultaneously implementing the initiatives that would improve every facet of campus life.

I couldn't be prouder of this singular achievement.

Today SU enjoys the fruits of these efforts—the student profile is improved, more alumni and friends give to the University, the endowment has grown impressively, facilities and technology improvements abound, services to students are more responsive, the learning environment has improved appreciably, and the University has a greater national presence than ever before.

It hasn't been easy. There were times of great stress, some discouraging moments, and more than one failure along the way. But I think the pride we feel today in this student-centered research university has been well worth it.

As I said, I have the advantage of knowing the cycles of life at a university. Each year there are occasions that boost

my spirit. I never tire of them because they make me know, deep in my soul, that this is a good thing we do here.

Convocation is one such event. There in front of me in the Dome each fall are our new students and their families, eager to get on with this new phase of life. They don't know, and neither do we, how this adventure will turn out. And the air is ripe with potential.

In February come the Chancellor's Citations and the celebratory dinner in honor of a select group of our finest, most accomplished faculty and staff. I read and listen to their accomplishments and marvel that a life could be filled with so much. And I take pride in knowing that Syracuse had a part in making these achievements real.

In May I host the annual University Scholars program at our residence. I am in awe of these young men and women as I listen not only to their accomplishments and high expectations of the future, which are truly impressive, but also to the very high regard they have for their dedicated faculty and staff mentors.

I have also been rewarded with a Board of Trustees whose confidence in the University and in my ability to lead has supported the changes that this report chronicles. They have been with me through budget cuts, and they have approved the funding of initiatives, particularly those outlined in our new Academic Plan, that will bring us yet closer to achieving our vision as the nation's leading student-centered research university.

There is a moment in this past decade that I will recall with great affection in the years to come. It was 1996 and our men's basketball team had reached the final game of the NCAA championship tournament. They were good players, but not necessarily as strong or talented or experienced as the other leading teams. Yet they played on with determination, grit, and—most importantly—as a smoothly functioning team.

This team knew who it was, what it could accomplish, and that it had to work together to get there.

It was very much like Syracuse University itself—determined, tenacious, and functioning as a true team—a team of people who really love the place and the work they do.

I am grateful to have witnessed such growth, and I am confident of an even richer future.



Kenneth A. Shaw, Chancellor and President



dedication

teamwork



Steve Sartori